

# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Physical Education, Grades 6-8

**Department:** Health & Physical Education

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
July 2009	James Maliff	Born Date
June 2015	Candy Vasta	Revisions
November 2017	Candy Vasta	Revisions
March 2019	Valerie Sorce	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1 Fitness and Physical Activity	21	Apply and Review Units 1, 2, 4
2	Unit 1 Fitness and Physical Activity	22	Apply and Review Units 1, 2, 4
3	Unit 1 Fitness and Physical Activity	23	Apply and Review Units 1, 2, 4
4	Unit 2: Movement	24	Apply and Review Units 1,2, 3
5	Unit 2 Movement	25	Apply and Review Units 1,2, 3
6	Unit 3 Team sports and sportsmanship	26	Apply and Review Units 1,2, 3
7	Unit 3 Team sports and sportsmanship	27	Apply and Review Units 1, 2, 4
8	Unit 3 Team sports and sportsmanship	28	Apply and Review Units 1, 2, 4
9	Unit 4 Personal fitness and individual activities	29	Apply and Review Units 1, 2, 4
10	Unit 4 Personal fitness and individual activities	30	Apply and Review Units 1, 2, 4
Week	Marking Period 2	Week	Marking Period 4
11	Apply and Review Units 1,2, 3	31	Health
12	Apply and Review Units 1,2, 3	32	
13	Apply and Review Units 1,2, 3	33	
14	Apply and Review Units 1,2, 3	34	
15	Apply and Review Units 1, 2, 4	35	
16	Apply and Review Units 1, 2, 4	36	
17	Apply and Review Units 1, 2, 4	37	
18	Apply and Review Units 1,2, 3	38	
19	Apply and Review Units 1,2, 3	39	

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20	Apply and Review Units 1,2, 3	40	
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Units may be delivered out of sequence based on availability of equipment.

Core Instructional & Supplemental Materials including various levels of Texts	
Teacher-created materials, PE equipment, teacher curated videos	

Time Frame	3 Weeks, ongoing	
Topic		
Fitness and Physical Activity		
Essential Questions		
<ul style="list-style-type: none"> <li>● How can Middle School Physical Education lead to a lifetimes of “wellness?”</li> <li>● Why are wellness activities essential to a Middle School Physical Education program?</li> <li>● Why are wellness activities an important part of a healthy lifestyle?</li> <li>● How can fitness activities be incorporated into wellness activities?</li> </ul>		
Enduring Understandings		
<ul style="list-style-type: none"> <li>● Maintaining a healthy lifestyle improves the quality of life.</li> <li>● Lifetime activities complete the health triangle; physical, emotional, and social health.</li> <li>● Teaching of wellness activities will carry over to activities outside of school’s physical education classes.</li> <li>● Understand participating in wellness activities has a positive effect on the body systems.</li> <li>● Wellness activities can lead to development of a fitness plan.</li> <li>● Participating in wellness activities in Middle School will lead to</li> </ul>		

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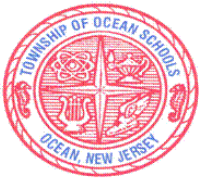
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<p>enjoyment of lifetime activities.</p> <ul style="list-style-type: none"> <li>● Maintaining a healthy fitness program will lead to a healthy lifestyle.\</li> <li>● Maintaining a healthy fitness lifestyle will help to offset disease and obesity.</li> <li>● Fitness is vital to heart health.</li> </ul>	
<b>Alignment to Standards</b>	
<p><b>2.1.6.A.1-3; 2.2.6.B.1-3; 2.2.6.B.1-3; 2.6.6.A.1-7 2.1.8.A.1-4; 2.1.8.B.1-4; 2.2.8.B.1-3; 2.6.8.A.1-6</b></p>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture, and master activity specific skills.</li> <li>● The students will have the opportunity to see how improved physical health positively impacts emotional and social health.</li> <li>● The students will have the opportunity to see how improved overall health improves self-esteem</li> <li>● Fitness-gram, cardiovascular fitness</li> <li>● Skill development.</li> <li>● Drill acquisition.</li> <li>● Knowledge of rules.</li> <li>● Knowledge of sportsmanship.</li> <li>● Lifetime activities to include dynamic and static warm-ups.</li> </ul>	
<b>Assessments</b>	
<p><b><u>Formative:</u></b></p> <ul style="list-style-type: none"> <li>● Individual assessment-skill development</li> <li>● Group assessments</li> <li>● Class discussion</li> <li>● Quizzes</li> <li>● Journals</li> <li>● Exit slips</li> <li>● Self assessment</li> </ul>	

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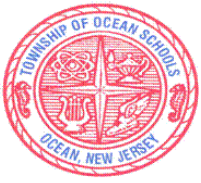
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<p><b><u>Summative:</u></b></p> <ul style="list-style-type: none"> <li>● Individual assessment of skill improvement</li> <li>● Authentic assessment i.e. game play</li> </ul> <p><b><u>Benchmark:</u></b></p> <ul style="list-style-type: none"> <li>● Fitness test</li> </ul> <p><b><u>Alternative:</u></b></p> <ul style="list-style-type: none"> <li>● Digital Portfolios</li> </ul>	
<p><b>Career Education</b></p>	
<p>CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.</p> <p>CRP2. Students will apply appropriate academic and technical skills to various PE activities in a variety of contexts.</p> <p>CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.</p> <p>CRP4. Students will communicate clearly and effectively and with reason during PE activities during team and game activities.</p> <p>CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.</p> <p>CRP6. Students will demonstrate creativity and innovation during individual and group activities.</p> <p>CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various PE activities and in a variety of contexts (individual, groups)</p> <p>CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.</p>	
<p><b>21st Century Skills</b></p>	
<p>9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	

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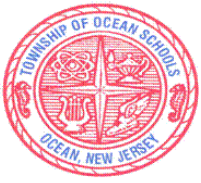
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Interdisciplinary Connections	
<p><b>LA.6.SL.6.1</b> Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>LA.7.SL.7.1</b> Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>LA.8.SL.8.1</b> Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SCI.5-6.5.2.6.E; SCI.7-8.5.2.8.E</b> - During movement skill lessons, students will learn that it takes energy to change the motion of objects. The energy change is understood in terms of forces.</p>	
Technology Integration	
<p>NJSLS 8.1, 8.2 - Technology Education</p> <ul style="list-style-type: none"> <li>● Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.</li> <li>● Students will use Google sites to curate examples of their skill development throughout the course.</li> </ul>	

Time Frame	2 weeks, ongoing
Topic	
Movement	
Essential Questions	
<ul style="list-style-type: none"> <li>● How are movement activities related to one's social and emotional health?</li> <li>● How are the body systems affected by a daily fitness program?</li> </ul>	

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- What is the purpose of a dynamic warm-up?
- What are static stretches and what is their purpose?
- How long should a Middle School student be active daily?
- During a movement activity session is it important to increase one's heart rate and why?
- What is a target heart rate?
- Can movement activities be enjoyable?
- Why are core exercises vital to overall fitness?
- Can a sound fitness program improve balance and posture as well as strength and coordination?

### Enduring Understandings

- Maintaining a healthy fitness program will lead to a healthy lifestyle.\
- Maintaining a healthy fitness lifestyle will help to offset disease and obesity.
- Fitness is vital to heart health.
- Fitness will help increase gross motor skills, eye-hand and eye-foot coordination, and cardio-vascular endurance.
- Fitness will help improve posture and balance.
- Fitness activities and a healthy lifestyle can be fun and enjoyable.

### Alignment to Standards

HPE 2.5.6.A; 2.5.6.B; 2.5.6.C; 2.6.6.A  
HPE 2.5.8.A; 2.5.8.B; 2.5.8.C ; 2.6.8.A

### Learning Activities & Key Concepts and Skills

- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Fitness activities to include dynamic and static warm-up stretches.
  
- Students will have an understanding of the fundamental concepts related to effective execution for participation in games and movement activities.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, flexibility, cardio-vascular endurance, eye-hand and eye-foot

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coordination, balance, and posture and effectively analyze one's own performance as well as receive constructive feedback from others.

- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.

## Assessments

### **Formative:**

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Quizzes
- Self assessment
- Peer feedback

### **Summative:**

- Performance Assessment of Skills
- Game play

### **Benchmark:**

### **Alternative:**

- Digital Portfolios

## Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various PE activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason during PE activities during team and game activities.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

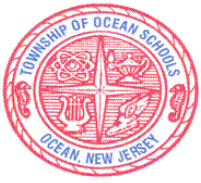
CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in

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solving them across various PE activities and in a variety of contexts (individual, groups) CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.

### 21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Interdisciplinary Connections

**LA.6.SL.6.1** Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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**SCI.5-6.5.2.6.E; SCI.7-8.5.2.8.E** - During movement skill lessons, students will learn that it takes energy to change the motion of objects. The energy change is understood in terms of forces.

### Technology Integration

NJSLS 8.1, 8.2 - Technology Education

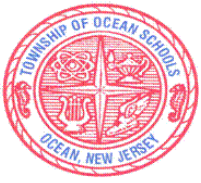
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google sites to curate examples of their skill development throughout the course.

Time Frame

2 weeks, ongoing

Topic

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### Team Sports and Sportsmanship

#### Essential Questions

- Why is working cooperatively essential in life?
- What are the required skills needed in order to effectively work cooperatively in a group?
- How can applying the skills of building communication and trust be used in your own life?

#### Enduring Understandings

- Fostering communication skills through partner and group challenges.
- Fostering trust skills through partner and group challenges.
- Identifying challenges while working with other individuals.
- Creating solutions to overcome the present challenges and completing the task at hand.

#### Alignment to Standards

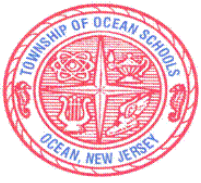
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HPE 2.5.8.B.1; 2.5.8.B.3; 2.2.8.B.2; 2.6.8.A

#### Learning Activities & Key Concepts and Skills

- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Fitness activities to include dynamic and static warm-up stretches.
- The student will demonstrate an understanding of working cooperatively with other students in class.
- The student will have the opportunity to increase gross motor skills while performing cooperative activities.
- The student will learn to work within a group dynamic.
- The student will learn health related decisions when working within the group.
- The student will learn that working together and effectively pursuing a common goal with enhance personal performance as well as fitness levels.

#### Assessments

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### **Formative:**

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Self-reflection

### **Summative:**

- Individual assessment of skill improvement
- Assessment of Game play and sportsmanship with rubric

### **Benchmark:**

- 

### **Alternative:**

- Digital Portfolios

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CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.

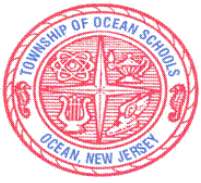
## 21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can

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be developed through school, home, work, and extracurricular activities for use in a career.

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### Technology Integration

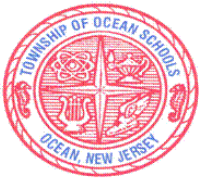
NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google sites to curate examples of their skill development throughout the course.

Time Frame	2 weeks, ongoing
Topic	
Personal fitness and individual activities	
Essential Questions	
<ul style="list-style-type: none"> <li>● Why is skill development important to individual activities?</li> <li>● Is enjoyment vital to an active lifestyle?</li> <li>● How do individual fitness activities contribute to a healthy lifestyle?</li> </ul>	

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- Can an active and healthy lifestyle contribute to a successful life?
- Why is practice important even to individual activity?
- What type of practice is key to success?

### Enduring Understandings

- To improve skill level you must practice that particular skill based on instruction and feedback.
- Practice is about quality time.
- Improvement in individual skills can lead to higher self esteem.
- Increased self esteem can aid in better decision making and problem solving skills.
- Increased self esteem can lead to a more confident individual.
- Self esteem, confidence, good decision making and problem solving skills can help head to an active and healthy lifestyle.

### Alignment to Standards

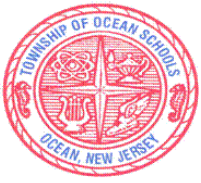
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HPE 2.5.8.A ; 2.5.8.B; 2.5.8.C 2.6.8.A

### Learning Activities & Key Concepts and Skills

- Skill development.
- Drill acquisition.
- Knowledge of rules and sportsmanship.
  
- The students will demonstrate an understanding of the basic skills and rules of: badminton, yoga, jump rope and running.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture and specific skills necessary for success.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem.

### Assessments

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### **Formative:**

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

### **Summative:**

- Individual assessment of skill improvement
- Game rules assessment

### **Benchmark:**

- Fitness test

### **Alternative:**

- Digital Portfolios

## Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

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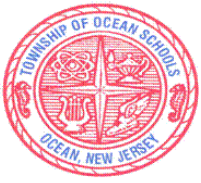
CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.

## 21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship,

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and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Interdisciplinary Connections

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### Technology Integration

#### **NJSLS 8.1, 8.2 - Technology Education**

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google sites to curate examples of their skill development throughout the course.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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### **Supports for Students With IEPs:**

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

### **At-Risk Students:**

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

### **Gifted and Talented:**

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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